

California WIC:  
Working with Diverse Staff and Participants  
In-service series

# Getting to Know You



**In-service # 1**  
**Agency Name:**  
**Trainers:**  
**Date:**

*Revised 2-06*

# Getting you Know You

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## **Who:**

All WIC Staff at a clinic site —group of 8 to 15 people including nutrition educators, nutrition assistants, R.D.s, clerks, agency leaders and supervisors, and receptionists.

## **Why:**

**Overall-** WIC Staff come from as varied a background as the WIC families. Staff have requested training on how culture can impact communication. This workshop series is designed to explore the concepts of cultural diversity and competence.

**For this in-service-** This is the first in a series of three in-service activities. In this in-service, the activities are designed to help staff broadly define culture and to provide a forum for discussion of personal differences and similarities. It will set the stage and establish rapport for discussions in the subsequent modules.

## **When: (insert actual day and time)**

1-2 hours (may be adjusted as needed), at a staff meeting.

## **Where: (insert location)**

At local agency staff meetings, room arranged with a semicircle of chairs and if needed, small work tables.

## **What:**

- **Welcome and Introduction (icebreaker optional)**
- **Warm-Up –Getting to Know You Questions**
- **What is Culture?**
- **What Was It Like for You?**
- **Closing-Our WIC Tapestry/Quilt of Many Colors**
- **Evaluation**

## **What for- Objectives for the learner are to:**

1. Explore feelings and issues related to culture in a non-threatening way.
2. Reflect on some aspects of personal cultural history and background.
3. Identify some commonalities and differences with other staff.
4. Identify personal assumptions about other staff.

# Getting you Know You

## Leader's Preparation Checklist

### Materials needed:

- Flip chart paper and easel
- Colored markers
- Masking tape
- Post-its
- Colored paper, enough for each staff to have one
- Timer (optional) or chimes
- Music, preferably multicultural, and boom box

### Handouts:

- Agenda for this In-service
- What About Culture
- Examples of Culture

Instead of handouts, you can create a Trainee Handbook by editing out the Leader's notes or you can include all the information in the handouts on flipcharts.

### Flip charts to prepare:

1. Agenda for this in-service
2. Getting to Know You Questions (one for each small group)
3. A Framework for Culture
4. What Was It Like for You? Discussion Questions
5. Our WIC Quilt Directions
6. Evaluation –Likes and How Abouts
7. Directions for various activities (optional)

# Getting you Know You

**Agenda**  
***Getting to Know You***  
(insert Timeframes)  
(insert date and place)  
**Total Estimated Time 60-120 minutes**

## **1. Welcome and Introductions** 5-15 mins

Overview of the In-service  
Optional icebreaker

## **2. Warm Up-Getting to Know You Questions** 15-30 mins

Staff share information about their own background

## **3. What is Culture?** 15 mins

Exploration of What Culture Means

## **4. What Was It Like for You?** 15-30 mins

Staff reflect on their experience discussing culture with peers

## **5. Closing-Our WIC Tapestry/Quilt of Many Colors** 15-30 mins

Staff create a picture to make a "quilt" or "tapestry"

## **6. Evaluation** 5 mins

Likes and how abouts or complete evaluation form



# Getting you Know You

## 1. Welcome and Introductions

### Leader's Notes

**Location:** Circle

**Time:** 5-15 minutes depending upon if icebreaker is included

**Purpose:** To introduce the in-service and look at the agenda

**Directions:** Introduce yourself and share a little about the purpose of the in-service. "This in-service is a way to get to know a little more about each other's culture as way of better working together and working better with WIC families." (This is the first of the in-service series about cultural diversity)

If you are using an icebreaker, give the directions. (note: icebreakers are the leader's choice and are not included in this in-service packet)

Refer to the posted agenda and pass out the workbook, if you are using one. Review the agenda together and encourage discussion.

**Handouts:** Agenda or include in trainee workbook

**Flipchart:** Agenda

- a. Listen to this brief overview of our in-service today.
- b. What interests you the most? What questions do you have?

# Getting you Know You

## 2. Getting to Know You Questions

### Leader's Notes

**Location:** Tables grouped near a posted flip chart or circle or semi-circle of chairs facing the posted flip chart

**Time:** 15-30 minutes depending upon the size of the group and how you structure the discussion

**Purpose:** To give staff a chance to know each other better and to think about how their culture shapes the way they think about the world. Also a chance to think about how assumptions might affect working together.

**Directions:** Select a few questions from the "Getting to Know You" list appearing on the next page and prepare a flip chart for each small group (a sample flip chart is provided).

Introduce this activity, saying the purpose and reminding staff to be thoughtful about listening to each other. Ask everyone to work first on their own, then with their neighbor, and finally with their small group to write their answers on the flip chart. Say that they are welcome to share as much or as little as they would like.

**Materials:** Markers on the tables, flip charts posted with the "Getting to Know You" questions. Hang two or three pieces of flip chart paper together to create a wall hanging that looks like the sample "Getting to Know You". Make one wall hanging for every table or small group of 4-6 people.

**Facilitation hint:** These questions can bring up a variety of feelings for your staff. Choose questions that are appropriate for your comfort level in facilitating the group, and for how well the group knows each other.

- **Alternative Way** of doing this if the group is new to one another, or there has been some tension: You may want to have people answer the questions on a handout and then move around the room in a gallery walk, writing in their responses on post-its or directly on the flip chart paper, but not including their name. Then discuss the answers in the large group circle.

# Getting you Know You

## Sample Flip Chart: Getting to Know You

Name	Where were you born?	Favorite food?	Your family ethnicity or heritage?	Greatest strength from your culture?	The first time you felt different?
1.					
2.					
3.					
4.					

***Note to leader: A few other questions you might use...***

- What's your favorite vacation spot or favorite way to relax?
- Name a health care belief, practice or custom from your culture.
- Name one important family message about nutrition and diet?
- What's one thing you have learned about communicating with other cultures?
- What's one thing you've done in your life that you are proud of?
- Name a heroine or hero of your ethnicity or cultural background.
- Name a barrier you have experienced to achieving your potential.
- What is your full name and what does it mean?
- Name one dream you have that is yet to be fulfilled.

- a. On the wall, you will notice a number of questions that you can answer so that your team members can get to know you a little better. On your own, think about your answers to these questions.
  - Where were you born?
  - What is your favorite food?
  - What is your family's ethnicity or heritage?
  - What is the greatest strength from your culture?
  - When was the first time (or a time) you felt different?
- b. Share your answers with your neighbor. Talk about what is the same for both of you? What is different?
- c. Now, write your responses on the flip chart paper in front of you or posted near your table. Talk with the people in your group about your answers. What surprises you? We will hear your thoughts in the large group.

# Getting you Know You

## 3. What is Culture?

### Leader's Notes

**Location:** Circle

**Time:** 15 minutes

**Purpose:** To consider how culture impacts the way we work with each other and with WIC families.

**Directions:** Transition from the first activity by saying that “the last discussion gave everyone a chance to learn a little more about one another. Now based on this discussion, we will do an activity that will help us to think about culture in a broader sense.”

One way of doing this activity is presented here. Another way to do this is to have staff create their own definition of culture and then compare it to the framework and/or “What About Culture” information.

**Flip charts:**

- “Framework for Culture”
- “Examples of Culture” (optional)

**Handouts:**

- “What about Culture?”
- “Examples of Culture” or include in a trainee workbook

- a. Let's read this flipchart on “Framework for Culture” together. What thoughts do you have about this based on what you learned about your co-workers in the last activity?

### Framework for Culture

- Culture determines values
- Values shape behaviors
- Behavior is the explicit language of culture

# Getting you Know You

- b. Now, let's read the information in the box "What About Culture?" What does this mean to you?

## What About Culture?

**A group's design for living; its assumptions about the world, other people, goals and meanings of life, what is right and what is wrong, what is important and what is not, beliefs about how to behave and how to expect other people to behave.**

**When people from different cultures meet, they stop, look, listen . . . then judge: Is this person "like me" or "not like me"?**

**Note: Culture includes ethnicity but is not limited to ethnicity.**

Adapted from a definition by Noel Day, Polaris Research and Development, San Francisco

- c. Read (or listen to) this list below of examples of different cultures. Which of the following do you identify with?

## Examples of Culture

Each of us belongs to a number of different cultures at the same time. For example, you might identify with people who:

- share your ethnic identity
- speak a second language
- go to the same church/temple
- have the same education
- are the same gender or age
- live where you live
- have children/don't have children
- have kids at same school as yours

- d. Let's name some cultures served by WIC. In pairs, talk about the ones you have noticed. We will hear your thoughts in the large group.

***Note to leader: some cultures that might be named in addition to the ethnic groups that your clinic serves include teenagers, pregnant woman, foster families, new immigrants, breastfeeding women, grandparents, single parents, and children in preschool, children not in preschool.***

# Getting you Know You

## 4. What Was It Like For You?

### Leader's Notes

**Location:** Circle

**Time:** 15-30 minutes, depending on how you structure the discussion or expand upon it

**Purpose:** To reflect and debrief on the discussion about culture

**Directions:** Select which questions you would like to use. Decide if you want to have people share first in pairs or small groups or just hear from the large group. Post the flip chart with the discussion questions.

Transition from the first activity by saying that, "We just spent time talking about your own culture and other cultures. Discussions about cultures can affect people in different ways. In this activity, we will debrief a little about your discussions today."

**Flip chart:** "What Was It Like for You?"

**Facilitation:** This activity might bring up strong emotions or feelings. Encourage staff to explore them and talk about them with others. Weave into the discussion that knowing about one's own culture may be new to some staff or something that staff take for granted because WIC is so diverse. Honoring one's own diversity allows us to honor the diversity of others.

When we don't have all the information, it is better to ask than assume. Genuine questions are usually appreciated. By building on and appreciating differences and similarities, we can create a more rich and rewarding place for WIC families and for each other.

- a. We just spent some time talking about:
- your own culture
  - other cultures, and
  - some of the cultures of our WIC families.

## Getting you Know You

- b. Talking about culture can affect people in different ways. For a moment, look at the questions you answered earlier about yourself in the “Getting to Know You” activity. How did you feel about the discussion?
- c. On the flip chart, are a few questions for you to answer. Turn to your neighbor and talk about it. Then find another pair and share your discussion. We will hear from a few groups.

### What Was It Like For You?

- What was it like to walk into the room and answer questions about yourself?
- What question did you find the easiest to answer?
- Which question was the hardest? What made it hard?
- What did you learn about yourself? About other people? About culture?

- d. In the large group, discuss “what do you think is most important for you to do when relating to cultures other than your own?”

# Getting you Know You

## 5. Closing-Our WIC Tapestry/Quilt of Many Colors

### Leader's Notes

**Location:** Tables/Circle

**Time:** 15-30 minutes

**Purpose:** To summarize and what was valuable and to create a synergy of what was learned

**Directions:** Put materials on the table. Say that "we will be creating a WIC tapestry or quilt of Many Colors. Each person will draw something on their paper that either shows something about their culture, the WIC culture, or something about culture they would like to have remembered. You can put your name on it, if you feel comfortable."

As the group is sharing, consider taping all of the paper together on a large wall or fabric to create a quilt.

**Materials:** Markers, colored paper, masking tape

**Flipchart:** Directions for the Our WIC Quilt activity

**Facilitation:** Use voice by choice. Help people tape their square on the wall. This activity can be optional, if time is short.

- a. Think about the training today. With the paper and materials you have on your table, create a square for our WIC tapestry/quilt that shows:
  - something about your culture
  - the WIC culture, or
  - something about the culture discussion you would like to have remembered.
  
- b. We will share our square and then post it on the quilt.

# Getting you Know You

## 6. Evaluation

### Leader's Notes:

**Time:** 5 minutes

**Purpose:** To evaluate the in-service and suggest ideas for improving future in-services

**Directions:** Post chart paper and distribute post-its. Ask staff to reflect on the in-service and provide feedback about what went well and suggestions to improve future meetings.

**Flip Charts:** Have two flip charts labeled-

- "Likes?"
- "How Abouts?"

**Materials:** Post its and markers

- Think about today's in-service. Record your "Likes" and "How Abouts" for the next in-service on the post its.
- Post your answers on the flip charts. Thank you for participating today.